

Peer Review: Praise/Question/Suggestion/Response

Expectations

What is it you hope to gain from peer review today?

I hope to get other opinions about my work, maybe even advice on what I can fix or improve on. I also want to help others on their work.

Plans

What practices might help you/your classmates attain those expectations?

Go through each partners work one at a time, and talk about it. Pick out things that can be changed and hear different opinions.

Procedure

For this peer review, groups of three will follow these steps:

1. Author: sets expectations; reads/explains EAR genres aloud
2. Peers: write comments using rubric; share praise/questions
3. Author: asks questions/responds to peer comments
4. Peers: make suggestions/respond to author questions

Have you received comments about...?	Member1	Member2	Summarize those comments below
Thorough, specific use of evidence?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Used specific details in my genres, I made good points in my flyer and my work was convincing.
Organization of evidence?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Shared C.R.A.P principles in my work.
Genre conventions Appropriate genre for PURPOSE/AUDIENCE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	I used a letter to parents, flyer for students and same for students.
Criteria from models			
Techniques discussed in class? Contrast Repetition Alignment Proximity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	All CRAP principles were shown in my flyers and I used alignment in my letter to parents.

Reflection

Now that you've received some comments, how will you address them when you revise your work?

I will go back through my work and maybe add a little more color, I will also fix the few mistakes my partners circled.

Evaluation

Were your expectations met today? Why or why not?

Yes, I got feedback from my classmates and I made sure I had everything I needed. Also, gave feedback to them.

Criterion/Grade	4.0	3.0	2.0	1.0
Organization: arranges relevant details clearly to accomplish purpose(s)				
Content : uses details thoroughly and specifically to make point(s)				
Conventions: style and grammar match the models read in class				
Technique: uses composing practices discussed in class				

A 4.0 is... Relevant details selected and clearly arranged to make point(s)
 Details used thoroughly and specifically to make point(s)
 Style/grammar of genre(s) examined in class used appropriately for author's own purposes
 Composing techniques discussed in class are used appropriately for author's own purposes

A 3.0 is... Relevant details selected and arranged to make points
 Details used thoroughly or specifically to make point(s)
 Style/grammar of the genre(s) examined in class are used appropriately but mechanically
 Composing techniques discussed in class are used appropriately but mechanically

A 2.0 is... Details arranged to make point(s)
 Details used to make point(s)
 Style/grammar of the genre(s) examined in class are attempted but not always appropriate
 Composing techniques discussed in class are attempted but not always appropriate

A 1.0 is... Details do not seem relevant; arrangement unclear
 Lacks details; does not make point(s)
 Style/grammar of the genre(s) examined in class are not used
 Composing techniques discussed in class are not used

Please fill out this chart in preparation for conversation with your two peer review partners;
 Then fill it out for yourself (along with the rubric above) to hand in with your final draft.

Criterion	Partner 1		Partner 2		Myself	
Arranged relevant details clearly to accomplish the purpose(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Example: in the letter you bring up good detailed arguments to support your topic		Example: Topic was supported well in the letter		Example: I believe that my flyer was very convincing and my letter supported my topic.	
Used details thoroughly and specifically?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Example: Brought up good details in flyers and letter		Example: Brought up good points in all three types of projects		Example: Used specific details in my different genres	
Style and grammar match the models we read in class? (appropriate for audience; criteria from models)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Example: I didn't find any spelling/grammar mistakes		Example: did not have any grammar or spelling mistakes		Example: Used 3 different genres, fitting for each audience.	
Used the composing practices we discussed in class? (C.R.A.P.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Example: I saw all CRAP principles in the flyers		Example: all CRAP principles were shown.		Example: Used all CRAP principles	
Implemented the feedback received from Dr. Sherry and my peers?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
					yes, did corrections that needed to be fixed.	